APPRECIATING AND MEMORIZING SCRIPTURE AND HYMNS

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APPRECIATING and MEMORIZING SCRIPTURE and HYMNS

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APPRECIATING AND MEMORIZING SCRIPTURE AND HYMNS

IS MEMORY WORK OF VALUE?

True Values Are Permanent

A very learned man has said, "If you would keep an open mind and be successful in your search for truth you must do these two things: hold fast to the truth in the old, not because it is old but because it is still found after the test of years to be the truth; and discover and accept the truth in the new, not because it is new, but because experience and teaching proclaim it to be truth." Is this not the way by which we may secure the needed amount of poise in our philosophy of teaching today? On every hand we hear of the conflict between the old way and the new way of teaching children; at times we are confused. Old things and new things do frequently clash, but truth will always be found to be harmonious.

The place which we shall give to memory work in the church school is a problem for real consideration. It is no doubt true that this is a method which was often overdone in the past, but it is quite as serious a mistake to assume the position that the memorizing of materials holds nothing for our boys and girls.

Enriching Experiences

Surely it is of value for us to be able to clothe our deepest thoughts and aspirations in language more beautiful than we ourselves could frame. The child who can enter with more meaning into a worship service because many of the materials are familiar to him finds value in having learned the material. The child who willingly leaves an absorbing play because he

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recalls the verse "I will do all things without murmurings" finds his character strengthened because of the verse and the way in which he learned it. The child who has had his appreciation for the beautiful and good deepened by learning a lovely song or poem has found memorizing an enriching experience. A wealth of memory treasures is the birthright of every individual endowed by God with a capacity to learn and recall.

For everything there is a season and a time for every purpose under heaven.

Childhood, that enchanted time of wonder and interest, when the boy or girl is "just a-yearning to be learning anything at all," is nature's great seed-time, the time for cultivating the soil of appreciation of that which is beautiful and uplifting and inspiring. Just as the wise gardener plans his planting according to the season and the seed, some early and some later, so the wise leader of childhood will sow the seeds of thought according to the capacity and needs and interests of the boy or girl.

Interest Through Appreciation

In order for a child to make a Scripture passage or a hymn his own he must appreciate it, recognizing its beauty and feeling its message either in his own personal experience or through the experience of others. Enjoyment of a thought is increased when one is unhampered by a lack of words. Familiarity brings a keener appreciation. Hence to be familiar with the thought, to be sure of the words, is to increase the pleasure of the learner. On the other hand, to give the child more facts than he can experience is to exploit his ability to remember and appreciate.

Because feeling and learning are so closely allied, pleasure in the learning process leads to interest, which is the magic gateway to all learning. While mere memorizing for its own sake is a weariness to the child, the process may be made an actual delight through the use of pictures and stories and illustrative material, and through the constant relating of the material to be learned to his own experience.

May we then as we approach the problem of appreciating and memorizing Scripture, hymns and other cultural literature for the enrichment of the religious experiences of children, seek to determine whether such material, which is in a way the religious heritage from the past, has any value in the present experiences of the child. If we decide that many of the psalms, portions of Scripture, hymns, and more recent songs have a distinct value in the religious nurture of children, it becomes our task to set up standards by which we may make right selection of such material for the different age-groups, to decide its place in our teaching program, and the methods which we will use to guide the child in making this material his own.

WHAT SHALL BE THE STANDARD OF SELECTION?

Relation to Present Experience

We learn best those things we want to know, and we want to know those things we need for solving an immediate problem, or to express a real emotion. To be of practical value to the child at the present stage of his development, the material to be memorized must be largely within the range of his understanding and appreciation. This means that utmost care must be exercised in the selection and in the presentation of those materials which are related to the child's experience.

To be specific, primary children find no meaning in the abstract truths contained in the Beatitudes, beautiful as they are. Again the "Wonder Song," which can be sung so naturally by a group of beginners, would be scorned by a junior boy as "too babyish."

Types of Material

Because experience is many sided, the memory materials which shall have actual meaning in the moral and religious life of the child must be of different types. They may, however, be grouped in three general classes:

1. *Appreciation Material.* Ennobling thoughts worthily expressed, and qualified to aid in the enrichment of life. This will include many beautiful hymns and poems and passages of Scripture.

2. *Problem-Solving Material.* Scripture passages, hymns and poems whose messages help the child to find a solution for every-day problems and build up controls for conduct. The Bible is the supreme guide for Christian living and, it is hoped, will be used as the source for the most worthy standards along with other records of Christian experience.

3. *Information Material.* Those facts which form the necessary background for the child's understanding and study, such as familiarity with the mechanics of the Bible.

HOW SHALL MEMORY WORK BE TAUGHT?

Presenting a Memory Passage

To teach a passage of Scripture, a poem, or a hymn, the teacher will *first* stimulate in the group a real need for making that particular passage its own, such as studying the meaning and words of "The Lord's Prayer" so that it may be used in a worship program, or discovering a good way of expressing the thought of sharing, as "God loveth a cheerful giver," or finding a standard by which one's own work may be judged, such as "Learn to do well," or "Whatever ye do, work heartily as unto the Lord."

Second, she will provide time for study of the material to be learned. Brief study periods at frequent intervals are better than long periods, because the group attention span is short.

Third, she will have the group repeat the passage together, alternating with study several times. It will be well to increase length of time of study periods gradually.

Fourth, the material should be used in some class project and reviewed from time to time.

Some General Suggestions

In teaching a passage or poem or song, the material should first be presented as a whole, for only in this way is the child able to see the complete picture and catch its message.

In teaching a Scripture passage which covers several verses, the material should be studied in units of thought rather than in verses—each word-picture, whether it be part of a verse or several verses, being studied as a unit. Later these parts will be put together, forming the complete picture.

Since the eye is such an invaluable aid to memory, wide use should be made of pictures. Sometimes these pictures may be utilized to make a book or a poster illustrating the passage or song. The teacher will find it well worth while to build up a library of pictures which she can use to help the pupils to visualize and understand the memory passages. The pictures should be neatly mounted and carefully filed according to themes.

When the children can read it is a help for them to see the material in print.

Frequent use of the memory materials in the worship service or in class discussions needs to be reemphasized. This will not only enable the child to participate and help to keep the passages or songs in his memory, but it will help to make them thoroughly a part of his thinking and experience.

THE BEGINNERS' DEPARTMENT

(Children four and five years of age)

It is with some fear of being misunderstood that one even speaks of memorizing in the beginners' department. It is true that the beginner is capable of understanding and learning brief songs and verses and a few very simple passages from the Bible, but the memorization of such material should be most informal and should never be considered a promotion requirement. The materials suggested here are given, therefore, not as lists to be committed to memory, but as a guide for types of material which may be used and appreciated by beginners. The biblical material is grouped on the basis of those experiences which most commonly touch the life of the little child.

Miss Elizabeth Shields tells of a wise teacher of beginners who, when asked "How do you teach songs to beginners?" replied, "I do not teach songs, I *use* them." This teacher, of course, recognized that the right use of songs was teaching in the truest sense, but she wished to emphasize the value of learning through use rather than through drill.

Beginners will memorize appropriate material quite informally if the teacher uses it frequently and fittingly in the program and throughout the sessions. If, whenever the opportunity presents itself, the teacher repeats reverently and happily:

> "This is God's house, and he is here today;
> He hears each song of praise and listens when we pray,"

the children will soon join in repeating the words and in appreciating their message.

If, through conversation about the baby Jesus, after the telling of the story, and while looking at the Christmas pictures, the teacher says again and again, "He loved us, and sent his Son," the beginners are ready to repeat the verse themselves and to associate it with the real meaning of Christmas.

Material chosen for beginners should meet a real need and should be introduced to enrich their experience. It should be presented in a natural setting whether that be built up by the teacher or, more fortunately, suggested by the children. As the illustrations above indicate, it is necessary to take ample time in teaching a song or verse to beginners, limiting the amount of material used but repeating it again and again throughout the session.

Sometimes a song or verse can be made more meaningful and the children's appreciation of it increased by the use of pictures in the presentation of the material. For example, such a song as "We Thank You, Father," may be more vivid through a poster or a "Thank You" book, made by the children themselves. Each line suggests one or more pictures:

"We thank thee, Father, for our homes (exterior and interior of house),
For friends who help each day (parents, maid, milkman, grocer),
For food we eat (wholesome foods), and clothes we wear (pictures or actual, tiny garments),
For all the gifts thy children share (toys, pets, vehicles),
For work (children helping) and rest (children asleep) and play (children playing happily)."

SUGGESTED MATERIAL WHICH BEGINNERS CAN APPRECIATE

Scripture

God's Love for Us

God is love. (1 John 4: 8.)
He loved us, and sent his Son. (1 John 4: 10.)
We love because he first loved us. (1 John 4: 19.)

God's Loving Care

He careth for you. (1 Peter 5: 7.)
I am with thee. (Gen. 28: 15.)
Thou hearest me always. (John 11: 42.)

God's Good Gifts (Nature)

He maketh his sun to rise. (Matt. 5:45.)
He causeth his wind to blow. (Ps. 147:18.)
He causeth to come down for you the rain. (Joel 2:23.)
The day is thine, the night also is thine. (Ps. 74:16.)
Thou hast made summer and winter. (Ps. 74:17.)
He giveth snow like wool. (Ps. 147:16.)
The time of the singing of birds is come. (Song of Sol. 2:12b.)

Praising God

I will praise thee, O God. (Ps. 43:4.)
Let us sing unto the Lord. (Ps. 95:1.)
I will give thee thanks. (Ps. 138:1.)
Thou, Lord, art good. (Ps. 86:5.)

Love Toward Others

Let us love one another. (1 John 4:7.)
Be ye kind. (Eph. 4:32.)
Children obey your parents. (Col. 3:20.)

Prayers and Verses

A Happy Thought

Every morning seems to say,
"There's something happy on the way,
And God sends love to you."

—*Henry Van Dyke.*

Our Thanks

Thanks to our Father we will bring,
For he gives us everything.

—*Robert Louis Stevenson.*

This Is God's House

This is God's house, and he is here today;
He hears each song of praise and listens when we pray.

—*Songs for Little People.*

A Morning Prayer

Father, I am thankful
For thy care at night;
Teach me to be loving;
Help me to do right.

—*Margaret Holden.*

An Evening Prayer

Heavenly Father, keep me
Through the quiet night;
May I waken happy
In the morning light.

—*Adapted.*

A Prayer of Thanks

We thank thee, heavenly Father,
For rest and food and play;
For watching in the nighttime
And keeping us by day.

Songs [1]

"We Thank Thee, Father," *Worship and Conduct Songs.*
"Jesus Loves Me," *Worship and Conduct Songs.*
"Away in a Manger," *Worship and Conduct Songs.*
"Friends," *Worship and Conduct Songs.*
"Wonder Song," *Songs for the Pre-School Age.*

[1] A longer list of songs suitable for beginners will be found in the leaflet, *Music, Poetry and Pictures in the Christian Education of Beginners* published by the Department of Christian Education of The American Baptist Publication Society. (Price, 5 cents.)

THE PRIMARY DEPARTMENT

(Children six, seven, and eight years of age)

With the primary years there comes a growing ability to retain facts, along with an increasing desire and need for more knowledge. There also comes an increased ability for appreciation because the child's field of experience has been widened.

Those who are responsible for guiding the learning of primary children are helping them to observe, to think, to reason, to solve problems; they are arousing emotions, creating attitudes, developing character. The memory material for this department must be selected according to the way in which it meets the children's present needs and helps to produce results in appreciations, attitudes, and conduct.

In teaching the material it is important that it be presented in a way that the child's first impression is vivid and pleasurable. The skilful teacher so introduces the new material that it grows naturally out of and carries along the thought which is being developed, rather than gives the impression that it is an unrelated piece of material superimposed from without.

After an emotional response has been secured through a fitting approach and an interpretation of the material to be learned the desire to memorize it must be motivated. This may be done by linking it up with the child's interests and needs. Repetition and drill should be varied as much as possible. When the emphasis is largely upon learning through use, the process of memorization will be less dependent upon drill and more vital to the child.

While some songs and verses are used largely to create attitudes of appreciation, others very definitely are conduct controls. The following report came from a group using Keystone Course I, Part III, some of the material in which dealt with

ST DIVINITY SCHOOL

the problem of politeness to strangers. The verse suggested for learning was "Forget not to show love unto strangers." (Heb. 13:2.)

In our department of a hundred and more it happens almost any Sunday that new pupils are registered. We have often noticed a seeming coolness toward these little strangers evidenced on the part of many of our children. This may be due partly to curiosity and partly to shyness, both of which are natural enough but most embarrassing to the newcomers. So when we found in our quarterlies material dealing with this very problem we turned to it with enthusiasm.

The children liked solving the problems suggested in the material. When we were undecided as to just what solution was right we worked it out according to our verse, "Forget not to show love unto strangers." Then we acted out the solutions to our problems. This proved so interesting that we imagined other problems. A new child came to church school a bit late. How should we receive him? What could we do to make him feel at home? With a fairly recent comer playing the part of the stranger, the children did everything suggested to make him welcome. Would our new thoughtfulness carry over to next Sunday? We hoped it would and it did, for sure enough two new children were welcomed the next Sunday. This time we "forgot not to show love unto strangers." We certainly stared less openly. We showed them where to put their coats and hats and how to fasten their story leaflets into the covers. Our verse had become more than a "memory verse." It had become a part of our lives.

The following plan for teaching Psalm 100, from Keystone Course III, Part I, suggests a way in which material of the appreciation type might be presented.

After a feeling of gratitude for God's gifts has been aroused through a story, conversation and a song of thanks, the teacher may introduce the psalm somewhat as follows:

"One time, long ago, a man was thinking about how God gives us so much to make us glad; and he said we should say 'thank you' to him. He made a poem about it which is so beautiful that we might like to learn to say it."

The teacher may read Psalm 100 to the class from her Bible (American Version) substituting the word "Lord" for "Jehovah," for the children are not familiar with this latter term. Suggest that the third grade might use the psalm as their special contribution to the depart-

ment worship service on Thanksgiving Sunday. This will give the children a purpose in memorizing it. You might plan it as a surprise contribution to the program.

First read the entire psalm, that the class may appreciate the beauty and music of it. Have the children find the psalm on page 6 of the folder of Lesson 6. Read it with them, explaining difficult phrases, helping them to appreciate the meaning. Show them the progress in thought; the first two verses telling us what to do; the third giving the reasons why we should be glad; the fourth, that because we are glad we should come to church and praise God there; the fifth verse again telling us why, for the Lord is good, always, and to everyone. Reading the entire psalm repeatedly will be of greater help to the children than concentration in learning verse by verse. This is the memory work for the entire month. A number of different short periods will be required for learning it. One class of primary children learned to love to sing "Enter Into His Gates." One tune may be found in *Living Hymns,* and another in *Worship and Conduct Songs.*

MATERIALS WHICH WILL ENRICH THE PRIMARY CHILD'S EXPERIENCE

NOTE. It is desirable that there be for each grade some plan of work to be accomplished. The lists below may serve as a guide as to what may be expected, but the teacher should be free to choose from these suggested materials those which will best fit into the year's program or to substitute other appropriate selections.

FIRST YEAR

Scripture

God's Love and Care

He loved us, and sent his Son. (1 John 4: 10.)
He hath made everything beautiful in its time. (Eccl. 3: 11.)
The earth is full of the loving-kindness of the Lord. (Ps. 33: 5b.)
The Lord is good to all. (Ps. 145: 9.)

Love and Praise to God

We love because he first loved us. (1 John 4: 19.)
I thank thee and praise thee, O God. (Dan. 2: 23.)

Jesus, Our Friend

Let the little children come to me. (Mark 10:14.)
Ye are my friends. (John 15:14a.)

Ourselves and Others

Children, obey your parents. (Col. 3:20.)
Forget not to show love unto strangers. (Heb. 13:2.)
Be ye kind, one to another. (Eph. 4:32.)
A friend loveth at all times. (Prov. 17:17a.)

The Christmas Story

Luke 2:8-11.

Verses and Prayers

GRACE AT TABLE

For all we eat, and all we wear,
For daily food and nightly care,
We thank thee, heavenly Father.

OUR HOMES

We thank you for our happy homes,
Our fathers and our mothers,
And may we children be polite
And helpful to the others.

—*From "Songs for Little People."*

A PRAYER OF THANKS

Father of all in heaven above,
We thank thee for thy love;
Our food, our homes, and all we wear
Tell of thy loving care. Amen

OUR WORK

There's work in the world that the children may do;
Our Father has planned it this way:
We'll work for the right, and do with our might
Our work as we find it each day.

—*Worship and Conduct Songs.*

Songs

"Anytime, Anywhere," *Worship and Conduct Songs.*
"Jesus, Our Friend," *Worship and Conduct Songs.*
"One Lovely Rule," *Song and Play for Children.*
"Work and Play," *Worship and Conduct Songs.*
"All Things Bright and Beautiful," *Carols.*

SECOND YEAR

Scripture

God, Our Father

Happy is the people whose God is the Lord. (Ps. 144:15.)
My help cometh from the Lord
Who made heaven and earth. (Ps. 121:2.)
Teach me thy way, O Lord. (Ps. 27:1.)

God's Day

This is the day which the Lord hath made;
I will rejoice and be glad in it. (Ps. 118:24.)

Jesus, the Friend of All

He healed many that were sick. (Mark 1:34a.)
Thou art a teacher come from God. (John 3:2.)

Rules for Living

Thou shalt love thy neighbor as thyself. (Matt. 22:39b.)
Learn to do well. (Isa. 1:17a.)
Be not hasty . . . to be angry. (Eccl. 6:7.)
Speak you truth each one with his neighbor. (Eph. 4:25.)
Honor thy father and thy mother. (Exod. 20:12.)

The Christmas Story

Luke 2:8-20.

Verses and Prayers

THANKS FOR FOOD

Before I eat this food today
I bow my head and softly say,
"Dear God, all good things come from thee;
Help me to thank thee lovingly." Amen.

Thanks for Rain

We thank thee, Father, for the rain
That beats against the window-pane;
It helps the little flowers to grow
It makes earth fresh and clean, and so
We thank thee, Father, for the rain
That beats against the window-pane.

—*Grace H. Patton.*

A Prayer for All Children

Dear God, for all the children
Both near and far away,
We ask thy care and blessing
Today and every day. Amen.

An Evening Prayer

All things lovely, all things good,
All my pleasures and my food,
Come from God, and so I pray,
Thank you, God, for this good day;
And in the morning help me see
How kind and generous I can be.
Then at night I'll gladly say,
Thank you for a better day.

—*From "A Child's Thought of God," compiled by Thomas Clark and Esther Gillespie.*

The Boy Jesus

I'm glad to know that Jesus
Was once a child like me;
I like to think of how he played
And worked and laughed with glee.
I know that he was kind and good,
Obedient and true,
I want to be like him each day
In all I say and do.

Songs

"God's Children."
"The Bible."
"Tell Me the Stories of Jesus."
"Home and School and Play."

(All the above songs may be found in *Worship and Conduct Songs*, by Elizabeth McE. Shields.)

THIRD YEAR

Scripture

God's Love

For the Lord is good: his loving-kindness endureth forever. (Ps. 100:5.)

Remember his marvellous works that he hath done. (Ps. 105:5a.)

God's Best Gift

God so loved the world that he gave his only Son. (John 3:16.)

God's House

I was glad when they said unto me

Let us go into the house of the Lord. (Ps. 122:1.)

My house shall be a house of prayer for all peoples. (Isa. 56:7.)

Giving

Freely ye have received, freely give. (Matt. 10:8b.)

Bring an offering and come into his courts. (Ps. 96:8.)

Jesus' Work

Jesus went about all the cities and the villages, teaching in their synagogues, and preaching the gospel of the kingdom, and healing all manner of sickness. (Matt. 9:35.)

Our Work

Whatsoever thy hand findeth to do, do it with thy might. (Eccl. 9:10.)

Whatsoever ye do, work heartily as unto the Lord. (Col. 3:23.)

The Golden Rule

Whatsoever ye would that men should do unto you even so do ye also to them. (Matt. 7:12.)

A Song of Thanksgiving: Psalm 100.

The Easter Story: Mark 16:1-7.

The Lord's Prayer: Matthew 6:9-13.

The Shepherd Psalm: Psalm 23.

Verses and Prayers

"Grace"

It is very nice to think
The world is full of meat and drink,
With little children saying grace
In every Christian kind of place.

—*Robert Louis Stevenson.*

God's Care

Back of the loaf is the snowy flour;
Back of the flour, the mill;
Back of the mill is the wheat and the shower,
And the sun and the Father's will.

—*Maltbie Babcock.*

A Bedtime Prayer

Our Father, you have given me
So much of love and joy today,
That I am thinking joy and love
To other children far away.
Wherever they lie down to sleep,
Yellow and brown and black and white,
Happy and tired with work and play,
Our Father, bless us all tonight.

—*Amelia Josephine Burr.*

Songs

"This Is Our Father's House," *Worship and Conduct Songs.*
"Gifts of Love," *A First Book in Hymns and Worship.*
"How Strong and Sweet My Father's Care," *Worship and Conduct Songs.*
"The Lord's Day," *Worship and Conduct Songs.*
"The Golden Rule," *Songs for Little People.*

THE JUNIOR DEPARTMENT

(Boys and girls nine, ten, and eleven years of age)

Junior boys and girls are quick to adopt phrases and expressions of those whom they admire and follow. They also master easily those dramatic expressions that help them to say what they feel. Facts that assist them to live more efficiently are quickly assimilated and made their own. This convinces us that a junior will learn quickest and best that for which he feels a strong desire or a need. For those things which a junior should learn, the leader must create conditions that make him feel the desire to know.

Let us place ourselves in the experience of the junior who is studying "Jesus the Kind and Courageous" (Keystone Course IV, Unit II). We have been living through Jesus' boyhood and have discovered that Jesus was a regular attendant at the synagogue worship service. There he learned to sing the songs of his people. We talk about those songs, mentioning several which were doubtless used. We are especially interested in the songs the Pilgrims used to sing as they wended their way from distant villages to the Holy City. "The Song of the Trusting Pilgrims" (Psalm 121), the story of which is beautifully told by C. A. Boyd in *The Singers of Judah's Hills*, comes to the leader's mind. The story of the psalm is told to give the juniors an appreciation of the song in its entirety.

Discussion follows on the part of all as to the possible origin of the song; the message of the song; and its beauty of expression. A discovery is made by the group that it could be used in a worship service and that to memorize it would make the worship a more dignified service. We decide to memorize it and use it as our special contribution to the departmental worship experience. We then study the psalm more in detail, trying to feel the uneasiness of the Pilgrims as they journey through the hills, possibly surrounded by bands of robbers and in danger

of attacks by wild beasts. We come to understand their feeling of assurance that God is close by because he has led them through so many dangerous experiences. We study further the meaning of such words as "shade," "smite," and the like. We read the whole psalm together out loud. Then we read it to ourselves quietly and next try saying all of it softly to ourselves without looking at the book. Then together we try it again without looking at the words. The following Sunday we try it once more. The department superintendent grants us permission to use it the next Sunday, so we make sure we know it thoroughly. The Sunday comes and we fit into the service with the "Pilgrims' Song" and each of us is able to appreciate and understand the beautiful words he is using. The superintendent later comes into the class to thank us and to tell us how fine was our contribution.

MATERIALS WITH WHICH JUNIORS SHOULD BE FAMILIAR

FIRST YEAR

Facts Concerning the Bible

The Bible is our chief source of the records of Christian experience. It is our desire to help the junior become familiar with it, love it, and become skilful in using it.

To develop skill in finding references quickly we need to help the junior acquaint himself with the mechanical arrangement of the Bible. He will want to know:

The meaning of the word *Bible.* ("The books.")

The number of books contained in the Bible. (Sixty-six.)

The two parts into which the Bible is divided. (Old and New Testaments.)

The number of books in each part. (39 in the Old Testament and 27 in the New Testament.)

That like any other book it has an index which gives the page numbers for the different sections.

The names of the sixty-six books, and how to locate them easily.

There are a variety of ways in which a junior may discover how to use this book. Simply a parrot-like repetition of names of the books of the Bible would be of little value and no interest to the juniors. Hence, it is well to associate the name with its meaning and a summarizing sentence giving some idea as to the content of the book.

The books of the Bible may be taught in topical groups, or divided into four quarters.

The Books of the Bible (Grouped According to Content):

Old Testament Books (39):

Books of Law (5): Genesis, Exodus, Leviticus, Numbers, Deuteronomy.

Books of History (12): Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Esther.

Books of Poetry (5): Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon.

Books of Major Prophecy (5): Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel.

Books of Minor Prophecy (12): Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.

New Testament Books (27):

Gospels (4): Matthew, Mark, Luke, John.

Book of History (1): Acts.

Paul's Letters (13): Romans, 1 Corinthians, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, Philemon.

General Letters (8): Hebrews, James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John, Jude.

Book of Prophecy (1): Revelation.

The Books of the Bible (Grouped in Quarters):

The easiest way to start juniors on the enjoyable process (and it is enjoyable to them if rightly conducted) of developing skill in handling the Bible is given in a plan outlined by Prof. Edward Porter St. John. It is given below:

The group of children should be instructed to hold their closed Bibles in their left hands with the back of the book downward. Placing the right thumb upon the edge of the leaves, with a single movement the book should be opened as nearly in the middle as possible. It will

be at the Book of Psalms. Divide the second half of the book in the same way and it will open just about the beginning of the New Testament. At the middle of the first half of the book is 1 Samuel. Drill in handling the book in this way may be continued for three or four minutes each period until the children can readily open the book at the beginning of any one of its quarters. After this training has begun, the children should memorize in order the names of the books. To facilitate that process the names should be presented in groups, and in order to make this step helpful in the actual use of the Bible their general positions in the book should appear. This suggests the use of some such device as shown below:

First Quarter of the Bible	*Second Quarter of the Bible*	*Third Quarter of the Bible*	*Fourth Quarter of the Bible*
Genesis	1 and 2 Samuel	Psalms	Matthew
Exodus	1 and 2 Kings	Proverbs	Mark
Leviticus	1 and 2 Chronicles	Ecclesiastes	Luke
Numbers	Ezra	Song of Solomon	John
Deuteronomy	Nehemiah	Isaiah	Acts
Joshua	Esther	Jeremiah	Romans
Judges	Job	Lamentations	1 and 2 Corinthians
Ruth		Ezekiel	Galatians
		Daniel	Ephesians
		Hosea	Philippians
		Joel	Colossians
		Amos	1 and 2 Thessalonians
		Obadiah	1 and 2 Timothy
		Jonah	Titus
		Micah	Philemon
		Nahum	Hebrews
		Habakkuk	James
		Zephaniah	1 and 2 Peter
		Haggai	1, 2 and 3 John
		Zechariah	Jude
		Malachi	Revelation

Scripture

The Junior Motto: Be ye doers of the word and not hearers only. (James 1:22a.)

Psalm 24.

Psalm 121.

Memory verses learned in connection with the study of Keystone Course IV (Junior First Year).

Salute to the Christian Flag

I pledge allegiance to the Christian flag, and to the Saviour for whose kingdom it stands, one brotherhood uniting all mankind in service and in love.

Hymns

Doxology.
"Holy Bible, Book Divine," *Living Hymns.*
"Fairest Lord Jesus," *Junior Hymns and Songs.*
"In Christ There Is No East or West," *Junior Hymns and Songs.*
"Marching with the Heroes," *Junior Hymns and Songs.*
"This Is My Father's World," *Junior Hymns and Songs.*

SECOND YEAR

The Books of the Bible. (Frequent recall.)

Scripture

The Ten Commandments (short form). (Exod. 20: 1-17.)

1. Thou shalt have no other gods before me.
2. Thou shalt not make unto thee any graven image.
3. Thou shalt not take the name of the Lord thy God in vain.
4. Remember the Sabbath Day to keep it holy.
5. Honor thy father and thy mother.
6. Thou shalt not kill.
7. Thou shalt not commit adultery.
8. Thou shalt not steal.
9. Thou shalt not bear false witness.
10. Thou shalt not covet.

The Two Great Commandments. (Mark 12: 30, 31.)
Psalm 67.
Psalm 146. (May be used as special honor work.)
Memory verses studied in connection with Keystone Course V (Junior Second Year).

Prayer Verse. (World Friendship.)

Our Father, as we give thee thanks
For all thy love and help and care,
We pray thee, bless our unknown friends,
The boys and girls of everywhere. Amen.

—*Margaret Holden.*

Hymns

"I Would Be True," *Junior Hymns and Songs.*
"Holy, Holy, Holy."
"Father, Lead Me Day by Day," *Junior Hymns and Songs.*
"We Will Be Friends With All the World," *Junior Hymns and Songs.*

THIRD YEAR

Scripture

Matthew 10: 2-4.
John 15: 1-12.
Psalm 1.
Memory verses learned in connection with the study of Keysto Course VI (Junior Third Year).

Special Honor Work

The Easter Story: Matthew 28: 1, 2, 5-7, 16-20.
Psalm 19.

Hymns

"We Plough the Fields," *Junior Hymns and Songs.*
"We've a Story to Tell to the Nations," *Junior Hymns and Songs.*
"Faith of Our Fathers," *Living Hymns.*
"Dare to Be Brave," *Junior Hymns and Songs.*
"Who Is On the Lord's Side?" *Junior Hymns and Songs.*

SOME HELPFUL LITERATURE

Methods

How Shall I Learn to Teach Religion? Blanche Carrier.
Teaching for Christian Living, Paul H. Vieth.

Hymns

Famous Hymns with Stories and Pictures, Bonsall.
Junior Hymn Studies, Colson.
Worship and Conduct Songs, Shields.
Songs for Little People, Danielson and Conant.
Song and Play for Children, Danielson and Conant.
Junior Hymns and Songs, Shields.

Pictures. (Sources.)

Art Extension Press, Westford, Conn.
Perry Picture Company, Malden, Mass.
Taber Prang Art Company, Springfield, Mass.
New York S. S. Commission, 416 Lafayette St., New York.
University Prints, Newton, Mass.

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